

Proposals from Focus Group 4 – Community Collaboration

- 1. Don't "re-create the wheel." Build upon existing statewide and local efforts, but identify one body to provide the leadership/coordinating function.**

Examples of efforts on which to build include:

- Encourage the education committee of the Chamber of Commerce, with such partners as they may identify, to follow through on the idea of a business-initiated strategic plan for education.
- Utilize the Career Pathways framework of articulated programs of study between secondary and post-secondary education.
- Utilize "templates" developed by School-to-Work efforts (state and national) as models for ways in which businesses can be involved in changing school structure. Similarly, utilize other national "best practices." (This includes using ideas from the "Breaking Ranks" Study conducted by the National Association of Secondary School Principals. This also includes identifying entities separate from the schools whose purpose is to serve as "liaison" between the schools of a given complex and the businesses or foundations which want to work with them.)
- Utilize models developed locally (such as Jeff Bloom's work through Computer Training Academy) or other "best practices" as models for involving businesses in a manner peripheral to school structure (after school, summers, week-ends).
- Utilize Family Literacy efforts and America's promise efforts as models for building parent/school/community collaboration
- Utilize the efforts of the Civic Forum on Public Schools and the "P-20" efforts of GBA/DOE/UH to promote the long-term pervasive sort of attitudinal change which is needed to build senses of individual and collective responsibility for education. (Also correlate with Group 3 on Roles and Responsibilities.)

Possible entities who might provide the leadership/coordination function:

- The Board of the Civic Forum on Public Schools
- The Career and Technical Education Coordinating Advisory Council
- The Chamber of Commerce Education Committee
- The Education Committee of the Hawai'i Business Roundtable
- The Hawai'i Education Policy Center
- a legislative task force
- The P-20 Council formed by DOE, UH and Good Beginnings Alliance
- The School-to-Work Executive Council
- The State Workforce Investment Board
- other?

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Why this is important:	It will reduce duplication of effort and make better use of limited human and capital resources.
How it will impact student achievement:	When students make connections between their academic subjects and “real world” applications of learning, their achievement improves. Student achievement also improves when family support for learning increases.
Action needed to implement:	<p>Commitment from the identified entities. Produce a matrix of common goals, objectives and funding sources. There may be some research and development costs in terms of adopting best practices, but these should be considered as an investment. Payback will come with increased student achievement – and, consequently, a better-prepared workforce.</p> <p>No turfism – units have to agree to agree that the common goal is our students. No matter about political clout, who knows who, it’s already been done, we’re not willing to play because we are already doing it, etc.</p>
Action needed to sustain?	<p>Leadership! Respect the integrity of the various entities whose efforts have already laid the groundwork. As new efforts are added, focus on how “the whole will be greater than the sum of the parts.”</p> <p>Have the passion and commitment to work the partnerships and establish a working relationship with all bodies</p>

2. Provide leadership training for principals.

- Build upon the efforts of Hawai`i Business Roundtable with the DOE.
- Build upon the joint efforts of the UH College of Education and College of Business Administration with the DOE.
- Build upon the efforts of the Hawai`i Association of Independent Schools
- Review the cycle of DOE approaches to recruitment and development of principals. What past practices to keep? To drop?
- Build upon national “best practices.”

Why this is important:	The essential element of all learning is the teacher-student relationship. The role of the principal is vital to establishing a sense of mission and vision within a school, and to helping teachers and staff feel that they have the support necessary to accomplish their mission. The involvement of external agencies promotes training of principals as leaders, not just as managers.
How it will impact student achievement:	A clear sense of mission and vision within a school, and a sense that staff have the resources necessary to accomplish the mission, will improve student achievement.
Action needed to implement:	Commitment from the identified entities. Possible need for increased capacity in COE and CBA, and for expanded numbers of business “mentors” to partner with principals.
Action needed to sustain?	Build grassroots support in communities throughout the state.

3. To stimulate development of new resources for DOE from the private sector, work to assure that such gains will not be nullified by a reduction in state funding.

Why this is important:	Private donors do not want to see their contributions used for the purpose of supplanting – i.e., covering expenses which should already be covered by tax-generated revenues.
How it will impact student achievement:	Additional resources, especially if they have some flexibility regarding their use, can be utilized in the ways deemed most important at the school-level for improving student achievement.
Action needed to implement:	“Non-supplanting” language in legislation?
Action needed to sustain?	Testimony to legislature?